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ABSTRACT

This report focuses on illuminating the politics of education through analysis of conversations with politicians. Interviews were conducted with 180 of Canada's most reputed politicians for education between 1979 and 1983. Two target groups included 47 elected provincial legislators and 133 school board members. Chapter 1 is an introduction, and chapter 2 addresses the question of whether politicians for Canadian education show themselves as operating in a mileau based on cooperation and widely shared values. Based on analyses of variance and on frameworks of political culture, a conjunction is made between linguistic-value patterns and political cultures within Canadian regions. Chapter 3 discusses the specifications and sources of style. Chapter 4 is a brief speculation about politicians' preferring distinct standards or processes for interacting with experts, constituents, and other representatives. In chapter 5, findings are highlighted and a personal reaction is given. Appended are research tactics including: (1) a review of the procedure for choosing the study's respondents; (2) a description of the interview and analytic process; (3) illustration of the levels of analysis; (4) steps for sorting out the variables of the analyses; and (5) interview questions. (SI)

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